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ABSTRACT

In 1991, graduate students at North Carolina State University conducted an evaluation of the first 2 years of the Year-Round Education (YRE) Program of the Wake County Public School System. The evaluation involved surveys of 350 parents and 42 teachers that assessed their satisfaction with the program, and brief group interviews with 12 randomly selected students from grades three through five. There was a response rate of 82% for the parent survey and 81% for the teacher survey. Almost all parents, and all teachers, indicated that the multitrack YRE calendar was suitable for their lifestyles. Asked to compare YRE with a traditional calendar, 95% of parents and 97% of teachers indicated that YRE programs better meet the needs of children; 83% of parents and 97% of teachers believed that YRE better promotes the development of the whole child; 60% of parents agreed that child care or supervision can be provided more adequately in a YRE program; and 56% of parents and 67% of teachers felt that extracurricular activities and special events were accommodated better in YRE. Changes over time in students' standardized achievement test scores were compared for YRE students and a roughly equivalent group of students attending schools with standard schedules. There were no significant differences between the achievement test scores of YRE students and a similar population of students at traditional schools. Survey instruments and item-by-item results are included. (AC)

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MAJOR FINDINGS

1. Both parents and teachers indicated very positive perceptions regarding the instructional value of YRE. Specifically,

   - 99% of parents and 100% of teachers indicated that the multi-track YRE calendar was suitable for their lifestyle.

   - 95% of parents and 97% of teachers indicated that YRE programs better meet the needs of children.

   - 83% of parents and 97% of teachers believe that YRE better promotes the development of the whole child.

2. While parents and teachers were positive regarding the instructional value of YRE, they were somewhat less positive regarding the mechanics of YRE:

   - Overall, 60% of parents agreed that child care or supervision can be provided more adequately in a YRE program.

   - 56% of parents and 67% of teachers felt that extracurricular activities and special events were accommodated better in YRE.

   - Only 39% of parents and 34% of teachers felt that changing classrooms was an advantage.

3. Comparisons between the CAT scores of YRE students and a similar population of students at traditional schools revealed no significant differences. The small sample size and short duration of the program may have contributed to the lack of significant effects for YRE, although most other national studies have not found a difference in achievement for YRE students.

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EVALUATION REPORT: YEAR-ROUND EDUCATION PROGRAM

This report summarizes an evaluation of the first two years of the Wake County Public School System's (WCPSS)'s Year-Round Education program. The evaluation was undertaken during the Fall of 1991 as a training exercise by the members of ELP 580 (Educational Evaluation: Theory and Practice), a graduate-level course at North Carolina State University. The co-directors of the evaluation were Dr. Robert Serow, course instructor, and Dr. Karen Banks, Assistant Superintendent for Evaluation and Research, WCPSS.

BACKGROUND

NATIONAL TRENDS

Although year-round school programs have existed in this country for nearly a century, interest in this idea has increased noticeably during the past two decades. According to one national study, YRE offers a variety of potential benefits stemming from the more efficient use of school resources and facilities. The specific advantages include the following: avoidance of new construction costs, relief of overcrowding, reduction in summer learning loss and thus in the amount of instructional time spent at the start of each year in reviewing subject matter, and favorable effects on the attitudes of students, parents, and school staff members (CEDAR, 1990).

As it is usually implemented, year-round education (YRE) spreads the traditional 180-day school calendar across all 12 months. This is typically accomplished by breaking down the two-and-a-half-month summer vacation into smaller periods of time and redistributing these periods throughout the year. While most YRE programs follow the so-called 45-15 model (9 weeks, or 45 school days, of school, followed by 3 weeks of vacation), there are at least 15 distinct approaches to YRE now being planned or implemented across the United States.

WAKE COUNTY

Year-round education became a reality in Wake County on July 26, 1989, when Kingswood Elementary School began operation as a year-round magnet school. Planning for the program, however, had begun over a year earlier. Public acceptance of the program was indicated by sharp increases in applications for the Kingswood program over the two years of its existence. When the program was relocated to Morrisville Elementary School for the 1991-92 school year, there was a high demand for the available spaces.

Currently, the specific approach to YRE based in WCPSS is the multi-track 45-15 model. Students are allocated among four scheduling blocks (or tracks) in such a way that 75% will be in school and 25% on break at one time. This provides the flexibility in scheduling

needed to achieve the goals of YRE in the Wake County Public Schools. (During the two years the program operated at Kingswood, a single-track 45-15 schedule was used.) Drawing from materials used in recruiting students for the YRE program, the following program goals were identified:

> **Choice:** "We serve a very diverse student population in Wake County with varying needs and expectations for education. The 'choice' concept has proven successful here as shown by our successful network of magnet schools. It is clear that the Wake County community prefers a choice in educational programs for their children." (WCPSS, 1988)
>
> **Educational Improvement:** "The educational benefits of such a schedule are considerable. Shorter breaks throughout the year mean less need for the significant review that is required after a long summer break. Continuous education with periodic, shorter breaks tends to improve achievement and reduces both teacher and student burnout." (WCPSS, 1988)
>
> **Resource Utilization:** "With our school system's growth continuing and even expected to escalate in the coming years, we have to look at ways of maximizing our school facilities. Year-round school helps us do just that. This type of school is in continuous operation with only 75 percent of the student and teacher population actually present in the school at any one time. Therefore, more students can be served than the traditional capacity would allow." (WCPSS, 1988)

PROCEDURES

The evaluation of year-round education conducted by the graduate students of ELP 580 focused on outcomes related to choice and educational improvement. First, to assess parental satisfaction with the YRE program, surveys were sent to parents of students currently enrolled at Morrisville Elementary. A related survey was also sent to the school's teachers. Second, to assess the educational effects of YRE, statistical analyses were performed comparing changes in academic achievement of YRE students with those of roughly similar students enrolled in other WCPSS schools. The third objective, which has to do with the efficient utilization of resources, was not directly addressed in this evaluation.

SURVEYS

Parent Survey: The parent survey was conducted at Morrisville Elementary because the Kingswood year-round program had been moved to Morrisville in the fall of 1991 when the evaluation was conducted. The parent survey was distributed to 350 homes, a figure equivalent to 40% of the Morrisville enrollment. The forms were sent home on October 28 with students in classes randomly selected by the principal. As of November 13, 290

surveys (82% of those distributed) had been completed and returned.

The survey instrument is reproduced in Appendix A. The instrument consisted of 15 Likert-scaled items (i.e., multiple-choice questions with five response options ranging from "strongly agree" to "strongly disagree"). The final item was a measure of personal background intended to assess parents' level of educational attainment. (Note that because of a last-minute suggestion by the principal, the word "multi-tracking" was hand-corrected on items 1 and 3 to read "year-round program" or "year-round education.")

Teacher Survey: The teacher survey consists of most of the items included on the parent questionnaire, as well as several additional items assessing teachers' perceptions of conditions within the school. (See Appendix B.) At the same time the parent survey was distributed, the teacher survey was distributed to all 42 Morrisville teachers, of whom 34 (or 81%) completed the form as of November 13.

Focus Groups: In addition to the parent and teacher surveys, brief group interviews were conducted on the school site with twelve randomly selected students from grades three through five. The interviewer was a graduate student who was also employed as a program specialist with the Wake County Public Schools. While the interview data generally indicated a high level of student satisfaction with YRE, this part of the study is not considered to be directly relevant to the two major program goals addressed in this report.

ANALYSIS OF STUDENT ACHIEVEMENT

In order to examine the possible academic consequences of YRE, a statistical analysis was performed. Changes over time in standardized achievement test scores were compared for YRE students and for a roughly equivalent comparison group attending standard-schedule schools. Because Kingswood was a small school in terms of enrollment--and school size has been shown to affect student achievement--a third comparison group was formed by students at Root Elementary, one of the smallest K-5 elementary schools. The target population of YRE students consisted of 60 fourth- and fifth-graders at Kingswood Elementary in 1989-90 and 1990-91, 51 students from a hypothetical school constructed from students in the same attendance areas in which Kingswood students resided and 109 students from Root Elementary. To insure equivalence between the YRE and comparison group, the hypothetical school population was matched to those of the Kingswood group on race, socioeconomic status[1], special program status (Academically Gifted status and handicapping condition), prior achievement, and attendance node.

The measures of student achievement were Reading Total, Math Total, and Total Battery Normal Curve Equivalent (NCE) scores on the California Achievement Test (CAT) for 1988-89, 1989-90, and 1990-91. By comparing the academic progress of YRE students and their non-YRE peers over a three-year period, it might be possible to determine broadly whether or not participation in YRE was associated with any change in achievement test scores.

---

[1]As measured by free and reduced-price lunch eligibility

RESULTS

Parent Survey: The parent survey revealed a high level of satisfaction with year-round education at Morrisville Elementary. Appendix C shows all responses. Among the responses bearing most directly on the issue of family choice, it is worth noting that

- nearly all parents (99%) agreed that YRE is suitable to their lifestyles (item 12);
- 95% agreed that children's needs were better met by the YRE program than by traditional programs (item 2);
- 94% agreed that the YRE program is one reason that their children are more eager and enthusiastic about learning (item 1);
- 83% agreed YRE better promotes the development of the whole child (item 4); and
- 76% agreed that YRE allows parents greater opportunity to be involved in their children's education (item 11).

While parents were positive regarding the instructional value of YRE, they were somewhat less positive regarding the mechanics of YRE:

- Overall, 60% of parents agreed that child care or supervision can be provided more adequately in a YRE program (item 14);
- 56% of parents felt that extracurricular activities and special events were accommodated better in YRE (item 8); and
- Only 39% of parents felt that changing classrooms was an advantage (item 13).

These findings are somewhat difficult to interpret because the items were stated in a "positive" direction and parents were asked for their degree of agreement or disagreement. If parents felt that a feature or aspect of YRE was neither a disadvantage or an advantage, they would not be expected to *agree* with a statement that this aspect was an advantage. In other words, failure to agree with a positive statement might not indicate a problem area.

Teacher Survey: The findings from the parent survey are supported by results of the teacher survey (Appendix D). In particular, between 97% and 100% of the responding teachers agreed that:

- there is adequate communication between parents and teachers (item 13);
- the year-round school offers more opportunities for parental input (item 11); and
- parental input is considered by the school when making decisions (item 10).

Figure 1 shows the responses of parents and teachers on items that were roughly equivalent.

Figure 1
Comparison of positive response to similar items on both surveys

Items T=Teacher survey item #, P=Parent survey item #, B=item # is the same on both surveys	% Strongly Agree plus Agree	
	Parents	Teachers
• Year-round education allows for more frequent monitoring of student progress. (B=3)	87%	94%
• The year-round programs better promote the development of the whole child (emotional, academic, physical, etc.) (B=4)	83%	97%
• School personnel use community resources effectively. (B=5)	80%	100%
• The year-round schedule promotes higher expectations for success. (B=6)	83%	94%
• Teachers give positive reinforcement to all students for their performance. (B=7)	82%	94%
• Extracurricular and special events are better accommodated by the year-round schedule. (B=8)	56%	67%
• A year-round schedule allows more class time for students to practice skills. (B=9)	73%	91%
• The input of parents is considered by school personnel when making decisions. (B=10)	83%	97%
• Year-round instructional programs allow parents more opportunity to be involved in their child's/children's education. (B=11)	76%	97%
• Child care or supervision can be provided more adequately in a year-round education program. (T=18, P=14)	60%	70%
• Year-round instructional programs, when compared to traditional programs, better meet the needs of the children. (T=1, P=2)	95%	97%
• The multi-track system is suitable for my lifestyle. (T=16, P=12)	99%	100%
• Changing classrooms after each three-week break is an advantage of the multi-track schedule. (T=17, P=13)	39%	34%
• Scheduling activities for all staff, students, and parents is handled without difficulty or confusion. (T=19, P=15)	74%	67%

Student Achievement: In order to compare the academic achievement of the YRE students with that of the two non-YRE samples, it was necessary to statistically adjust for any pre-existing ("pretest") differences in student performance between the groups. Thus, the academic outcome measures used here were the 1990-91 CAT scores, *adjusted* on the basis of the 1988-89 scores for fifth graders, or the 1989-90 scores for fourth graders.

Some students were missing pre- or post-test achievement scores and had to be omitted from the analyses. Although the number of minority students was too small to permit disaggregating by race, much analysis, the YRE and comparison groups were matched on race.

Tables 2 and 3 summarize the results of the analyses on adjusted scores. Once the pretest scores were taken into account, participation in YRE was not associated with significant differences in test scores, either in itself (main effect) or in interaction with another variable known to influence academic achievement—namely, gender. There were no significant differences in mean posttest Total Battery scores at either grade level, after adjusting for pre-test differences. Analysis of Reading Total and Math Total scores also indicated no significant differences between the groups.

Table 2
Adjusted Mean NCE Achievement
CAT Total Battery
1990-91 4th Grade Students

School Groups	Number of Students	1989-90 Pretest	1990-91 Posttest
Kingswood	66	61.1	61.6
Comparison Group	57	67.6	67.8
Root	119	69.6	75.7

Table 3
Adjusted Mean NCE Achievement
CAT Total Battery
1990-91 5th Grade Students

School Groups	Number of students	1988-89 (Pretest)	1990-91 (Posttest)
Kingswood	24	67.5	62.7
Comparison Group	22	67.4	66.2
Root	55	75.7	80.0

CONCLUSION

Before reflecting on these findings, it is useful to recall some of the limitations under which this evaluation was conducted. First, although year-round education is a complex program that addresses a variety of objectives, the study focused exclusively on two outcomes: a) the reactions of parents and teachers of children enrolled in YRE and b) performance on standardized tests of academic achievement. A second limitation was the extremely small sample size. To compare achievement in a more powerful way, several YRE schools with several teachers per grade level would be needed. A third factor that may hinder the interpretation of results is the voluntary nature of enrollment in the Wake County YRE program. As a result, it cannot be assumed that the students and parents who participated in this study are representative of the countywide population. Although they may represent volunteer populations. Parents of the elementary school students in our sample may differ from parents of middle and high school students. Fourth, because the program is only in its third year—and its first year of expanded operations at a new school site—the results reported are not necessarily those that would emerge over a longer period of time. Finally, although the study was overseen by two experienced evaluators, the major part of the effort was conducted as a training exercise by graduate students, few of whom had had prior involvement in a project of this type.

Within these limitations, the study's major findings were clear. Related to the goal of providing for greater family choice in schooling, participating parents and teachers gave high marks to YRE overall and especially to the possibilities the year-round approach has for increasing children's enthusiasm for learning, meeting children's needs, and providing greater opportunities for parent involvement. Yet the perceived benefits of YRE apparently have not included strong gains in standardized achievement test scores. While such a conclusion stands in contrast to some of the expectations for the Wake County YRE program, it is consistent with the findings of other evaluations across the country. Indeed, a review of the available literature indicates that there have been few recorded instances in which YRE was found to produce significant test-score change on standardized achievement tests.(CEDAR, 1990).

Our overall conclusion therefore is much like those offered in some of the earlier studies. In a relatively short time, the Wake County year-round education program appears to have built a solid base of support and enthusiasm among participating parents and teachers. That, coupled with the possibility that it also provides for a more efficient use of resources (a possibility that could be directly investigated), marks YRE as a noteworthy development.

REFERENCES

Center on Evaluation, Development, and Research (CEDAR). Year-Round Schools: Do They Make a Difference? Bloomington, IN: Phi Delta Kappa, 1990, p. 9.

Wake County Public School System. Sample Presentation-Year Round Education. Presented to the Program Committee on June 20, 1988 by Pamela S. Mayer and Peggy Churn, (Mimeo), pp. 1-2.

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APPENDIX A
MORRISVILLE ELEMENTARY SCHOOL PARENT SURVEY FORM

ID NUMBER	SPECIAL CODES									
	A	B	C	D	E	F	G	H	I	J

Morrisville Elementary School Parent Survey

DIRECTIONS: We appreciate your participation in this year-round school parent survey. Please fill in one bubble per item with a #2 pencil. Use the Strongly Agree to Strongly Disagree scale except in item #16 for which another scale is listed. Skip any items that are not applicable to you or with which you are not comfortable. Feel free to write your comments on the back; please be sure to list the item number.

This survey is anonymous. Responses will be summarized and shared with the Wake Co. Board of Education. Please return the survey by November 1, 1991. Also, please do not fold the survey.

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

	Agree Strongly (A)	Agree Somewhat (B)	No Opinion (C)	Disagree Somewhat (D)	Disagree Strongly (E)
1. The ~~multi-tracking system~~ year-round program is one reason students in this school are more eager and enthusiastic about learning.	A	B	C	D	E
2. Year-round instructional programs, when compared to traditional programs, better meet the needs of the children.	A	B	C	D	E
3. ~~Multi-tracking~~ Year-round education allows for more frequent monitoring of student progress.	A	B	C	D	E
4. The year-round programs better promote the development of the whole child (emotional, academic, physical, etc.).	A	B	C	D	E
5. School personnel use community resources effectively.	A	B	C	D	E
6. The year-round schedule promotes higher expectations for success.	A	B	C	D	E
7. Teachers give positive reinforcement to all students for their performance.	A	B	C	D	E
8. Extracurricular and special events are better accommodated by the year-round schedule.	A	B	C	D	E
9. A year-round schedule allows more class time for students to practice skills.	A	B	C	D	E
10. The input of parents is considered by school personnel when making decisions.	A	B	C	D	E
11. Year-round instructional programs allow parents more opportunity to be involved in their child's/children's education.	A	B	C	D	E
12. The multi-track system is suitable for my lifestyle.	A	B	C	D	E
13. Changing classrooms after each three-week break is an advantage of the multi-track schedule.	A	B	C	D	E
14. Child care or supervision can be provided more adequately in a year-round education program.	A	B	C	D	E
15. Scheduling activities for all staff, students, and parents is handled without difficulty or confusion.	A	B	C	D	E
16. Please indicate the education level of your household. A=no H.S. diploma B=H.S. diploma C=College degree D=Master's +	A	B	C	D	E

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APPENDIX B
MORRISVILLE ELEMENTARY SCHOOL TEACHER SURVEY FORM

Morrisville Elementary School Teacher Survey

DIRECTIONS: We appreciate your participation in this year-round school teacher survey. Please fill in one bubble per item with a #2 pencil. Use the Strongly Agree to Strongly Disagree scale except in item #20 for which another scale is listed. Skip any items that are not applicable to you or with which you are not comfortable. Feel free to write your comments on the back; please be sure to list the item number.

This survey is anonymous. Responses will be summarized and shared with the Wake County Board of Education. Please return the survey by November 1, 1991. Also, please do not fold the survey.

ID NUMBER	SPECIAL CODES									
	A	B	C	D	E	F	G	H	I	J

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

	A	B	C	D	E
	Agree Strongly	Agree Somewhat	No Opinion	Disagree Somewhat	Disagree Strongly
1. Year-round instructional programs, when compared to traditional programs, better meet the academic needs of children.	A	B	C	D	E
2. Year-round instructional programs, compared to traditional programs, better meet children's social and emotional needs.	A	B	C	D	E
3. Multi-tracking allows for more on-going monitoring of student progress.	A	B	C	D	E
4. Year-round programs promote the development of the whole child (emotional, academic, physical, etc.)	A	B	C	D	E
5. School personnel use community resources effectively.	A	B	C	D	E
6. The year-round schedule promotes higher expectations for success.	A	B	C	D	E
7. Teachers give positive reinforcement to all students for their performance.	A	B	C	D	E
8. Extracurricular and special events are better accommodated by the year-round schedule.	A	B	C	D	E
9. A year-round schedule allows more efficient use of class time for students to practice skills.	A	B	C	D	E
10. The input of parents is considered by school personnel when making decisions.	A	B	C	D	E
11. The year-round school allows more opportunities for parents to be involved in their child's/children's education.	A	B	C	D	E
12. School administrators project a positive view of the school, its programs, the staff and the student body.	A	B	C	D	E
13. There is adequate communication between parents and teachers (phone calls, written communication, conferences, etc.)	A	B	C	D	E
14. This school's administrators have open/accessible lines of communication to staff.	A	B	C	D	E
15. This school's administrators have open/accessible lines of communication to parents.	A	B	C	D	E
16. The multi-track system is suitable for my lifestyle.	A	B	C	D	E
17. Changing classrooms after each three-week break is an advantage of the multi-track schedule.	A	B	C	D	E
18. Child care or supervision can be provided more adequately in a year-round education program.	A	B	C	D	E
19. Scheduling activities for all staff, students, and parents is handled without difficulty or confusion.	A	B	C	D	E
20. Please indicate grade level you currently teach. A=K-1 B=2 C=3 D=4 E=5	A	B	C	D	E

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APPENDIX C
MORRISVILLE ELEMENTARY SCHOOL PARENT SURVEY RESULTS

Frequency Tabulation

Total Respondents: 290 special ed parent S. Subgroup Respondents: 290

Response Set:
A = Agree Strongly
B = Agree Somewhat
C = No Opinion
D = Disagree Somewhat
E = Disagree Strongly

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1) Because of multi-tracking students want to learn.										
Total f:	176	85	17			12	278	1.43	0.61	1.0
Total %:	63.3	30.6	6.1							
2) Yr. rd. instructional programs better meet children's needs.										
Total f:	186	79	8	3	3	11	279	1.42	0.70	1.0
Total %:	66.7	28.3	2.9	1.1	1.1					
3) Multi-tracking is better for monitoring student progress.										
Total f:	177	65	25	10	2	11	279	1.55	0.85	1.0
Total %:	63.4	23.3	9.0	3.6	0.7					
4) Yr. rd. programs better promote whole child development.										
Total f:	133	97	34	9	3	14	276	1.74	0.88	2.0
Total %:	48.2	35.1	12.3	3.3	1.1					
5) School personnel use community resources effectively.										
Total f:	152	75	53	3		7	283	1.67	0.81	1.0
Total %:	53.7	26.5	18.7	1.1						
6) Yr. rd. schedule promotes higher expectations for success.										
Total f:	142	92	38	9	1	8	282	1.71	0.84	1.0
Total %:	50.4	32.6	13.5	3.2	0.4					
7) Teachers positively reinforce student pertormance.										
Total f:	159	68	36	13	1	13	277	1.66	0.90	1.0
Total %:	57.4	24.5	13.0	4.7	0.4					
8) Yr. rd. allows for better scheduling of extracur. events.										
Total f:	73	82	71	45	4	15	275	2.36	1.09	2.0
Total %:	26.5	29.8	25.8	16.4	1.5					
9) Yr. rd. allows more class time for students to practice skills.										
Total f:	117	82	41	29	5	16	274	1.99	1.08	2.0
Total %:	42.7	29.9	15.0	10.6	1.8					

Response Set:
A = Agree Strongly
B = Agree Somewhat
C = No Opinion
D = Disagree Somewhat
E = Disagree Strongly

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
10) Yr. rd. programs allows more opportunities for parental input.										
Total f:	126	103	34	14		13	277	1.77	0.85	2.0
Total %:	45.5	37.2	12.3	5.1						
11) Yr. rd. allows more parental involvement in child's educa.										
Total f:	132	81	38	22	8	9	281	1.91	1.08	2.0
Total %:	47.0	28.8	13.5	7.8	2.8					
12) The multi-track system is suitable for my lifestyle.										
Total f:	233	44	4			9	281	1.19	0.42	1.0
Total %:	82.9	15.7	1.4							
13) Changing classrooms at 3-wk breaks is an advantage.										
Total f:	55	53	98	54	18	12	278	2.74	1.17	3.0
Total %:	19.8	19.1	35.3	19.4	6.5					
14) Child care or supervision can be provided in yr-round.										
Total f:	97	68	72	35	3	15	275	2.20	1.09	2.0
Total %:	35.3	24.7	26.2	12.7	1.1					
15) Activities can be scheduled without difficulty for st.,pa.,st.										
Total f:	117	89	38	32	2	12	278	1.97	1.04	2.0
Total %:	42.1	32.0	13.7	11.5	0.7					

Response Set:
A = no diploma
B = diploma
C = college degree
D = masters and beyond
E =

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16) Please indicate the education level of your household.										
Total f:	10	43	133	62		42	248	3.00	0.77	3.0
Total %:	4.0	17.3	53.6	25.0						

APPENDIX D
MORRISVILLE ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

Frequency Tabulation

Total Respondents: 34 special prog yr-rd T Subgroup Respondents: 34

Response Set:
A = Agree Strongly
B = Agree Somewhat
C = No Opinion
D = Disagree Somewhat
E = Disagree Strongly

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1) Year-round instructional programs, better meet children need										
Total f:	26	6	1			1	33	1.24	0.50	1.0
Total %:	78.8	18.2	3.0							
2) Yr.-rd. are better for children socially and emotionally.										
Total f:	20	10	3			1	33	1.48	0.67	1.0
Total %:	60.6	30.3	9.1							
3) Multi-tracking allows more on-going monitoring of stud. prog										
Total f:	25	6	2			1	33	1.30	0.59	1.0
Total %:	75.8	18.2	6.1							
4) Yr. rd. programs better promote whole child development.										
Total f:	26	6	1			1	33	1.24	0.50	1.0
Total %:	78.8	18.2	3.0							
5) School personnel use community resources effectively.										
Total f:	24	8				2	32	1.25	0.44	1.0
Total %:	75.0	25.0								
6) Year-round schedule promotes higher expectations for success										
Total f:	22	9	2			1	33	1.39	0.61	1.0
Total %:	66.7	27.3	6.1							
7) Teachers give positive reinforcement to all students.										
Total f:	26	5	2			1	33	1.27	0.57	1.0
Total %:	78.8	15.2	6.1							
8) Extracurricular and special events work in year-round school										
Total f:	9	13	5	6		1	33	2.24	1.06	2.0
Total %:	27.3	39.4	15.2	18.2						
9) Yr.-rd. allows more efficient use of class time.										
Total f:	27	3		3		1	33	1.36	0.90	1.0
Total %:	81.8	9.1		9.1						

Response Set:
A = Agree Strongly
B = Agree Somewhat
C = No Opinion
D = Disagree Somewhat
E = Disagree Strongly

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
10) Parental input in considered by school when making decisions										
Total f:	27	5	1			1	33	1.21	0.48	1.0
Total %:	81.8	15.2	3.0							
11) Yr.-rd. allows more opportunities for parental input.										
Total f:	21	11	1			1	33	1.39	0.56	1.0
Total %:	63.6	33.3	3.0							
12) School administrators project positive view of school										
Total f:	32	1				1	33	1.03	0.17	1.0
Total %:	97.0	3.0								
13) There is adequate communication between parents and teachers										
Total f:	29	4				1	33	1.12	0.33	1.0
Total %:	87.9	12.1								
14) This school's administrators are accessible to staff										
Total f:	28	5				1	33	1.15	0.36	1.0
Total %:	84.8	15.2								
15) This school's administrators are accessible to parents.										
Total f:	30	3				1	33	1.09	0.29	1.0
Total %:	90.9	9.1								
16) The multi-track system is suitable for my lifestyle										
Total f:	33					1	33	1.00	0.00	1.0
Total %:	100									
17) Changing classrooms at 3-wk breaks is an advantage.										
Total f:	4	7	10	8	3	2	32	2.97	1.18	3.0
Total %:	12.5	21.9	31.3	25.0	9.4					
18) Child care or supervision can be provided in yr-round										
Total f:	9	14	9	1		1	33	2.06	0.83	2.0
Total %:	27.3	42.4	27.3	3.0						
19) Activities can be scheduled without difficulty for st.,pa,st										
Total f:	8	14	1	10		1	33	2.39	1.17	2.0
Total %:	24.2	42.4	3.0	30.3						

Response Set:
A = K-1
B = 2
C = 3
D = 4
E = 5

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
20) Indicate grade level you currently teach/K-5.										
Total f:	10	4	3	2	2	13	21	2.14	1.39	2.0
Total %:	47.6	19.0	14.3	9.5	9.5					

EVALUATION REPORT:
YEAR-ROUND EDUCATION PROGRAM

March, 1992

Submitted by Robert Serow for students in ELP 580,
[Educational Evaluation: Theory and Practice]
a graduate-level course at North Carolina State University

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